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The 5th ENGLISH LANGUAGE TEACHING, LITERATURE, AND TRANSLATION
International Conference 2016

Conference Proceedings

*“World Englishes in Language Teaching, Literature,
and Translation in the Context of Asia”*

*UNNES in collaboration with
AWEJ and University of Southern Queensland*

Semarang, 8-9 October 2016



**Faculty of Languages & Arts
State University of Semarang
2016**



ELTLT

CONFERENCE PROCEEDINGS

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Editors: Siti Wachidah, M.A., Ph.D (State University of Jakarta)

Dewi Rochsantiningsih, M.Ed., Ph.D (Sebelas Maret University)

Dr. Rudi Hartono, M.Pd (State University of Semarang)

Dr. Mirjam Anugerahwati, M.A (State University of Malang)

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Preface

ELTLT has become one of the greatest annual events for State University of Semarang. It can be seen from its improving participants and presenters year by year. ELTLT 2016 has successfully invited leading linguists, researchers, scholars, and lecturers to present varied topics with its main theme 'World Englishes in Language Teaching, Literature, and Translation in the Context of Asia.

The objectives of the 5th International Conference on ELTLT are to exchange and share ideas as well as research findings from all presenters. Also, it provides the interdisciplinary forum for those involved to present and discuss the most recent innovations, trends, concerns, practical challenges encountered and the solutions adopted in the field of English Language Teaching, Literature, and Translation.

As the chairperson of the conference, I would like to express my sincere gratitude to all keynote speakers – Associate Professor Robyn Henderson from University of Southern Queensland, Subur L. Wardoyo, Ph.D from University of PGRI Semarang, and Prof. Dr. Said from American University of Sharjah, UEA. My gratitude is also addressed to two featured speakers – Ms. Julija Knezevic from Tokyo University of Foreign Studies, and Associate Professor Adrian Rodgers from The Ohio State University. Then, it is my honor to say welcome to 200 presenters coming from many universities in Indonesia and some from other countries.

On behalf of the organizing committee, we express our thank to Prof. Dr. Fathur Rohman, M.Hum as the Rector of UNNES and Prof. Dr. Agus Nuryatin, M.Hum as the Dean of the Faculty of Languages and Arts for their support.
Welcome to the 5th ELTLT 2016.

Arif Suryo Priyatmojo

Chairperson of ELTLT 2016

English Department

Faculty of Languages and Arts

State University of Semarang

Welcome from the Dean of Languages and Arts Faculty

As the Dean of Languages and Arts Faculty, we are proud to have an annual international conference such as ELTLT 2016.

To be chosen as presenters for the parallel presentation in this conference is a considerable honor and achievement. I would like to congratulate the presenters who have been selected, as well as the reviewers who have chosen the successful presenters. Obviously not everyone interested in the chosen topic could attend this conference, so the pre-conference proceeding will present to a much wider audience issues related to the topic. The proceeding is also a proof that the contributions of presenters are valued.

I also would like to offer my congratulations and appreciation to the organizing committee who have been working to prepare the conference, and to all keynote speakers, featured speakers, presenters, and participants for such an impressive conference.

We hope that through this annual ELTLT conference, there will be a stronger bond amongst academics, especially those with the expertise of English language teaching, literature, and translation. I wish you a wonderful conference.

Semarang, October 2016

Prof. Dr. Agus Nuryatin, M. Hum
The Dean of Languages and Arts Faculty
State University of Semarang

Welcome Note from the Head of English Language and Literature Department

We are privileged to organize this annual conference. This year ELTLT is actually the fifth conference; the first, namely ELTL (English Language Teaching and Literature) Conference, was last 4 year. We have received quite a lot of abstracts and most were accepted for presentation. Surprisingly, the number was doubled as compared to last year and last 4 years. This means that more academics are interested in our conference and trust us as organizer of the conference.

Therefore, I would like to congratulate the organizing committee who has been working hard to prepare the conference. I also would like to extend my deepest gratitude to all keynote speakers, presenters, and participants for their contribution to our conference.

I do hope that this annual ELTLT conference could serve as a bridge that channels bond amongst academics, especially those with the expertise of English language teaching, literature, and translation.

With best wishes for a rewarding and successful conference!

Dr. Rudi Hartono, M.Pd.

Head of English Language and Literature Department
Faculty of Languages and Arts
Semarang State University (UNNES)

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PRACTICAL STRATEGIES TO IMPROVE STUDENTS' WRITING SKILL

Singgih Widodo Limantoro
Business English Study Program

Politeknik Ubaya, Surabaya, Indonesia
ngagel2015@gmail.com

Abstract

Writing has been considered the most neglected one in Indonesian schools. Based on the advisors' analysis for the last three years, the last semester students of Business English study program of Politeknik Ubaya had written their final reports with abundant mistakes so that their advisors had to work hard in order to help them edit their writings almost totally. The other fact, the writer also saw that the first writing task of their first year students also had a lot of mistakes on especially accuracy (grammar and choice of words), coherence, unity, and content/idea. As a matter of fact, the students didn't acquire sufficient practice on writing when they were in their previous schooling. Moreover, it was also found out that the students English competence in the last three years was relatively low, their average TOEFL score was 439. Their poor writing skill might be improved by using practical strategies to achieve their best English writing skill. The participants of the research consist of the first and second years students of Business English study program of Politeknik Ubaya in the 2015/2016 academic year. In this research, the writer would like to provide the mapping of the participants' writing difficulties and set up some practical strategies to improve their writing skill. This is a part of his research road-map to improve the students' writing skill.

Keywords - writing skill, map of challenges, strategies

Introduction

Indonesia that is categorized in Kachru's expanding circle has English as a foreign language as cited in Wiyono, 2012:198. That's why, national schools in Indonesia usually provide English as a Foreign Language (EFL). Starting from Junior high schools to senior high schools. While elementary schools are usually optional to provide English lessons as their local contents. Like many international or 'SPK' (*Satuan Pendidikan Kerjasama*/ Cooperative Educational Unit) schools in Indonesia, the English study programs or departments of the Universities/Polytechnics provide English as a medium of instruction and communication. They also try to create a conducive linguistic environment in English immersion program in class/at school so that their students could learn English as a Second Language (ESL).

In this research, the writer found out abundant writing mistakes in the final reports

of the last semester students the Business English study program of Politeknik Ubaya Surabaya. there were also a lot of writing mistakes of the first semester students. Moreover, their average TOEFL score was also relatively low. It was not surprising because they were from national schools in Indonesia which learned English as a foreign language starting from Junior High Schools. They didn't acquire sufficient writing practice in their previous schoolings. As a matter of fact, they didn't have a solid foundation of their writing skill in their higher study. Writing has also been considered the most neglected English skill in Indonesian schools. This writing problem really became big challenges in learning English at the Business English study program of Politeknik Ubaya, Surabaya. This case study encouraged the writer to map the students' writing challenges and set up some practical strategies to improve their writing

skill. In his research road map, there would be three phases. First, the writer would like to map the students' writing mistakes and set up some practical writing strategies. Second, he would like to implement the practical writing strategies. And third, by using more participants, the writer could test the validity and reliability of the practical writing strategies to be the writing guide model. And in this research, the writer would like to conduct the first phase.

In this case study, the writer would like to identify the writing mistakes of the first and second years students of Business English study program of Politeknik Ubaya, Surabaya. It is necessary to map their writing mistakes before finding out the practical strategies to improve their writing skill. Next, it is also essential to know their English competence and the background of their previous schooling to see how far they have mastered their writing skill and how they studied English, especially their writing skill practice. It means that writing can be learned. Writing is a skill like driving, cooking, or swimming. It needs sufficient practice with certain strategies/techniques. Writing is a skill that anybody can learn with sufficient practice. Writing is a considered the most neglected English skill in Indonesian schools. It is also considered as a kind of productive skill. Writing is a process that takes a time to practice. Writing skill also needs other receptive skills (listening and reading). To scaffold the writing skill is a process that takes much time and practice. Writing skill needs inputs, such as, through reading and listening, learners gain ideas, words/dictions, and grammar for writing.

In writing, the students may have difficulties to explore/elaborate the idea of their writing. Writing is a skill that also needs cognitive process (Goh and Silver, 2006) so the students have to think and express their thoughts in right/relevant words. They may also have difficulties in unity and coherence

(Oshima and Haque, 1999) and in accuracy - word choice, structure, spelling, punctuation, etc, so they need necessary direction/guidance (Oxford, 1990) and feedbacks (Lewis, 2002) and also the benefits of free writing or controlled writing (Doff, 1993) in order to find out alternative practical strategies/models to help students improve their writing. Feedbacks could also provide students with language inputs, be a form of motivation/ encouragement, and lead students towards autonomy (Lewis, 2002: 4). Teachers also use the correction techniques (Harmer, 2000) as one of the strategies to improve the students' writing. The correction techniques could be student correct student or 'teacher corrects students'.

Moreover, it was also found out that the students English competence in the last three years was relatively low, their average TOEFL score was 439. A TOEFL score range from 420-453 is indicated as lower-intermediate/pre-intermediate category based on the Oxford Placement Test (Allen, 1992) and their competence is considered as adequate users of English. This TOEFL score is relatively low for learning, English as a Second Language (ESL). Ideally, the freshmen of the competent users of English with the range of TOEFL scores 493-537 or ILETS score = 6. On the other hand, most students have relatively good motivation and perseverance on learning English, therefore they have joined the Business English study program of Politeknik Ubaya, Surabaya. As a matter of fact, there are many factors contributing in the language students' competence, such as the frequency of using English, the class size, the competence of teachers, the linguistic environment, the number of slots, the use of English, the aim of learning English (Sadtono, 1995).

Methodology

In this research, the writer would like to use a survey. The participants of the survey were the first and second years students of

Business English study program of Politeknik Ubaya Surabaya in the 2015/2016 academic year. There were 30 students that consisted of 10 males and 20 females. In this survey, the writer used the questionnaires for the students and the students' writing works. He also asked some opinions from their English teachers/ advisors to triangulate the data from the students (participants). He conducted the survey from March 2016 till May 2016.

Findings and Discussion

Based on the advisors' analysis of the last semester students' final reports, there were also five advisors/ English teachers that gave their opinions on the students' writing mistakes as follows: when asked about the most often writing mistakes of the last semester students' final reports, the advisors/ English teachers replied that the five writing mistakes of their last semester students of Business English study program of Politeknik Ubaya Surabaya often did were poor ideas, the lack of coherence, the lack of unity, poor grammar, and poor choice of words. They also had poor analytical thinking and expressed their ideas in Indonesian- English translation style.

Based on the questionnaires from the students (the participants of the survey), the writer got the following findings:

- When asked about how long they used English each day, the participants replied that they used it for about four hours a day (47% of the participants) and about two hours a day (40%), and about three hours a day (13%). When asked about where they used their English, the participants replied that they used it in class (83%), at the campus (23%), at home (13%), and at work (7%). When asked about why they learned English, the participants replied that they learned it to improve their competence (50%), to use it for their career/work (47%), and to improve their hobby (13%).

Based on the findings above, the participants that are the students of Business English study program from Politeknik Ubaya Surabaya study English as a Second Language (ESL) with their writing background but all of them studied EFL in their previous national schools (Junior and Senior High Schools) and their writing practice in their previous schools were rare. So, they didn't gain sufficient writing practice. As university students, many of them studied English for about four hours a day (40%) and two hours a day (40%) and some others studied it for three hours a day (13%) mostly in class (83%) and only a few they also used English at home (13%) and at work (7%). Their reason/motivation to study English in Politeknik Ubaya Surabaya was to improve their English competence (50%), for their career/work (47%) and hobby (13%). Most of them (80%) have their belief that English was beneficial.

- When asked about what they thought about learning English, the participants replied that they were beneficial (80% of the participants), easy (13%), and hard/difficult (7%). When asked about what they thought about writing English, the participants replied that they were hard/difficult (60% of the participants), beneficial (20%), easy (17%), and very hard (3%). When asked about how often they had to write English when they had been in their Junior High School, the participants replied that they had to write English once a month (50% of the participants), once a semester (33%) and once a week (10%). When asked about how often they had to write English when they had been in their Senior High School, the participants replied that they had to write English once a month (47% of the participants), once a week (27%), and once a semester (13%). In their previous schooling, the participants had

rare writing practice. they also thought that writing was difficult but beneficial for them.

- When asked about what their difficulties in writing English, the participants replied that they were grammar (67% of the participants), ideas (43%), vocabulary/choice of words (43%), and organization (10%). When asked about their difficulties in writing a paragraph, the participants replied that their difficulties in writing a paragraph were mentioned as follows: having the accuracy in grammar/structure (53% of the participants), choosing and writing a topic sentence (50%), developing the paragraph (37%), writing a unified paragraph, using punctuation (17%), and writing a paragraph with good coherence (13%). When asked about what helped the participants write a paragraph, the participants replied that they were as follows: main idea/topic (33% of the participants), making the writing outlines (30%), practicing to write (43%), and their peers' help (20%). When asked about how they wrote their paragraph the participants replied that they used the translation techniques (81%) and outlining (43%).
- In writing English, the participants also had some difficulties especially in grammar (67%) and in finding and developing ideas/topic, having the right choice of words (43%) and writing with good unity and coherence among the four English skills, writing was their least language competence when writing paragraphs, they used the translation technique (81%) and outlining (43%). These findings were also approximately in line with the feedbacks from the advisors/ English teachers about their writing mistakes of their final reports.
- When asked about their strategies to improve their writing, the participants replied that they used the model of writing the teacher/lecturer gave (77% of

the participants), they saw films (73%), they listened to the English news/songs (73%), they used a dictionary to find out the right words to write (70%), they discussed with their friends/peer to help their writing (70%), they browsed the internet to help their writing (60%), they revised their own writing (60%), they checked their grammatical accuracy in writing (57%), they sang English songs (53%), they read English (47%), they practiced writing (43%), they asked their teacher/lecturer (30%) and they used the internet to translate their writing (30%). The strategies that helped the participants write were providing a writing model/sample (77%), seeing films and listening English songs (73%), using a dictionary to find out the right words (70%), discussing their writing with their friends/peers (70%). Therefore, the English teacher could provide graded writing practice from phrases and sentences till paragraphs and essays. In teaching paragraphs and essays, the English teacher should provide the structure and process of writing paragraphs and essays, then their clear writing sample/model so they could apply it in their writing.

- When asked about their suggestions on how to improve their writing, the participants replied that they had to practice writing (57%), read a lot (40%), practice using grammar correctly (27%), and watching TV/films in English (20%). In writing paragraphs/essays, the participants found out some useful strategies to improve their writing by doing some things, such as practicing to write (57%), reading a lot (40%), peer correction, and watching/listening TV/films in English. Reading and listening are also useful skills to gain some inputs and ideas for writing. Making the writing outlines is useful to plan their paragraphs/essays and

practicing to write is one of the best strategies to improve their writing skill.

Conclusion

In this case study, the writer would like to identify the writing mistakes of the students of Business English study program of Politeknik Ubaya Surabaya that study ESP. They still had a lot of writing mistakes because of some reasons. Most participants got rare writing practice in their previous national schools so they did not get sufficient practice in writing. Moreover, their English competence was relatively low for learning English. Their TOEFL average score was 439 that was indicated as pre-intermediate category based on the Oxford Placement Test (Allen, 1992) and their competence was considered as adequate users of English that were not yet competent users of English. They studied English mostly for about two till four hours a day in class. Their motivation to study at the Business English study program was because many of them wanted to improve their English and use it for their career/work. And most of them also had their belief that English was beneficial for them.

They also have their difficulties in their writing lesson, such as how to gain and develop ideas, how to apply grammatical accuracy, how to write paragraphs/essays with good qualities (unity, coherence, etc). But there are many things that helped them write paragraphs/essays, such as main idea/topic sentence, the writing outlines, their peer assistance, practicing writing, gaining ideas of writing from their reading and listening/watching English materials, and writing about what they experienced/did.

Moreover, their English teacher should help improve their students writing skill by the following practical strategies/ways, such as providing a writing model/sample, providing relevant reading/listening materials to give some inputs and ideas of the vocabulary and

grammar for writing, providing teacher's assistance according to each student's needs, making use of the real-life experience of the students to help them get the idea of writing, providing graded writing practice, strengthening the weak parts of the basic writing process, asking the students to revise their classmate's or their own writing, and ways of correcting their writing mistakes effectively. In addition, the English teacher should also give more practice on the students' analytical thinking and the linear way of organizing their ideas in order to improve their academic writing skill.

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